Accommodations Toolkit

Assistive Technology: States' Accessibility Policies, 2023

This summary of states' accessibility policies for **assistive technology** is part of the *Accommodations Toolkit* published by the National Center on Educational Outcomes (NCEO)[1]. The toolkit also contains a summary of the research literature on assistive technology (/nceo/accommodations-toolkit/assistive-technology-research).

Accessibility policies often have several tiers of accessibility features: universal features, designated features, and accommodations[2]. Figure 1 summarizes how states included assistive technology in their accessibility policies for students with disabilities in 2023. Figure 2 summarizes how states included assistive technology in their accessibility policies for English learners in 2023. Table 1 shows how assistive technology was included in the policies, while Table 2 contains additional details and specifications.

Figure 1. States' Accessibility Policies for Students with Disabilities for Assistive Technology, 2023

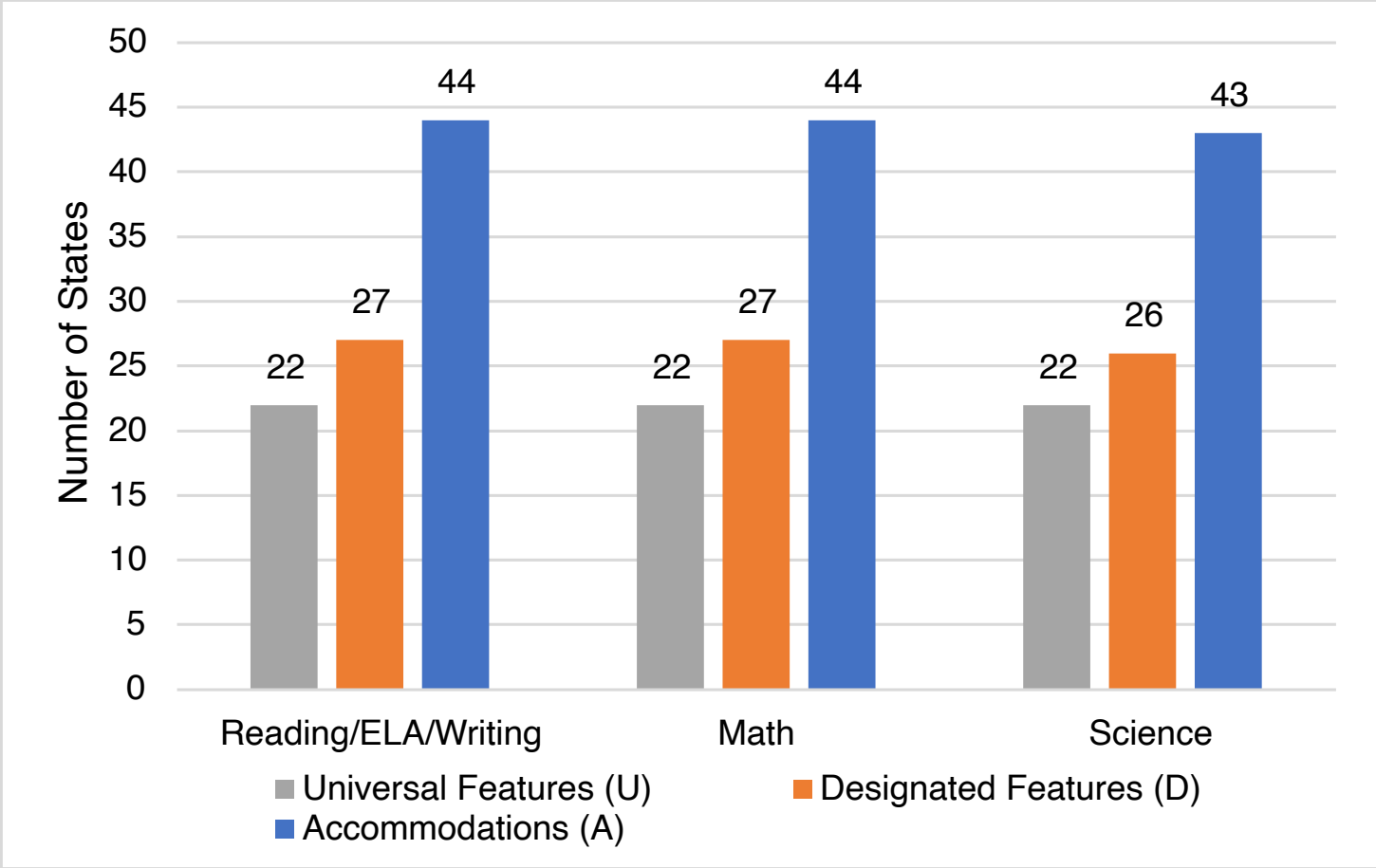

Figure 2. States' Accessibility Policies for English Learners for Assistive Technology, 2023

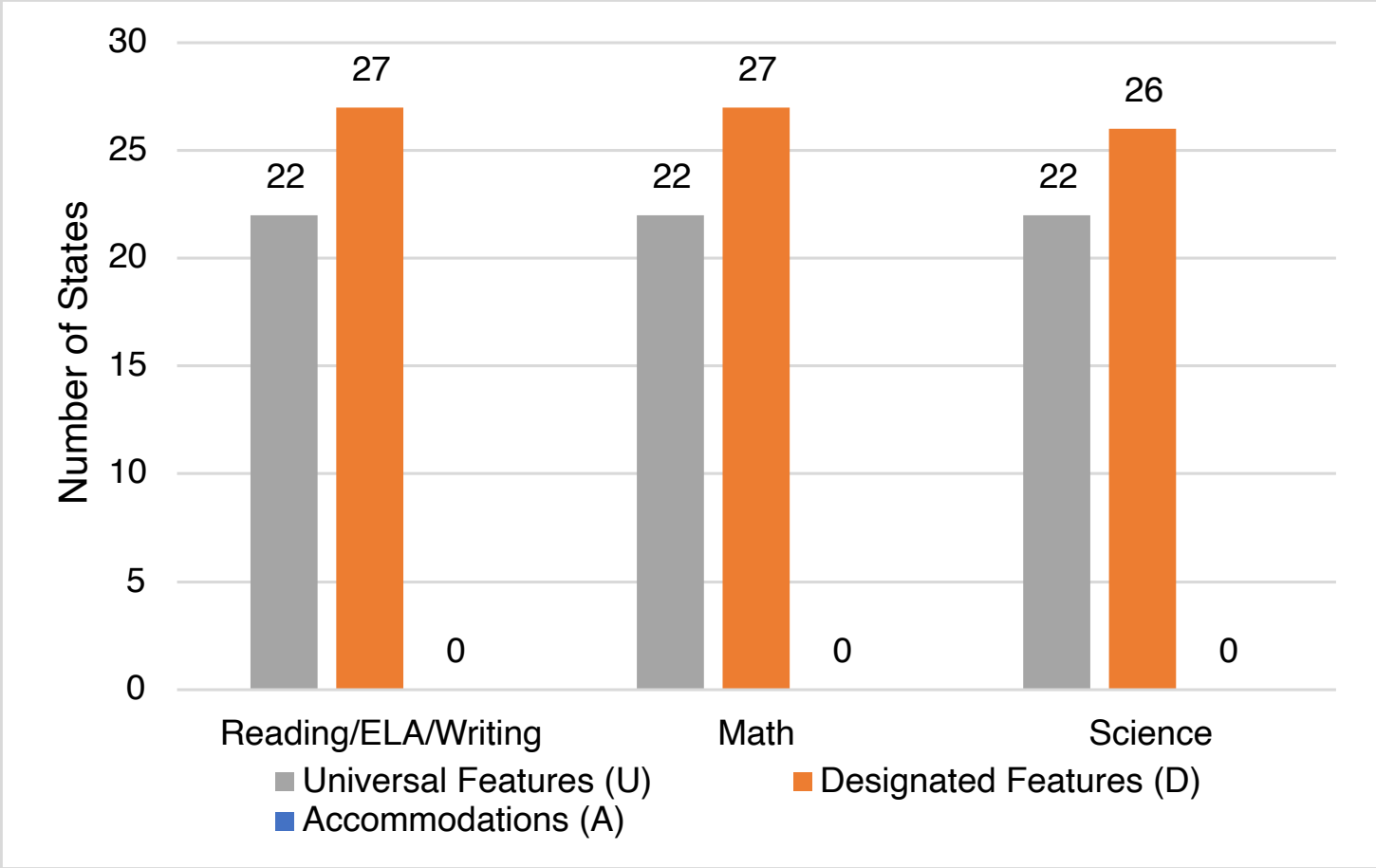

Table 1. Accommodations Policies for Assistive Technology by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Reading/ELA/Writing			Math	
	U	D	A	U	
Alabama			SD		
Alaska			SD		
Arizona	X			X	
Arkansas		X	SD		
California	X	X	SD	X	
Colorado		X	SD		
Connecticut		X	SD		
Delaware	X	X	SD	X	
District of Columbia	X	X	SD	X	

Florida			SD		
Georgia			SD		
Hawaii		X	SD		X
Idaho		X	SD		X
Illinois		X	SD		X
Indiana		X	SD		X
Iowa	X			X	
Kansas					
Kentucky			SD		
Louisiana	X		SD	X	
Maine		X			X
Maryland	X	X	SD	X	X
Massachusetts	X	X		X	X
Michigan	X	X	SD	X	X

Minnesota	X		SD	X	
Mississippi	X	X		X	X
Missouri			SD		
Montana		X	SD		X
Nebraska			SD		
Nevada		X	SD		X
New Hampshire		X	SD		X
New Jersey	X	X	SD	X	X
New Mexico	X		SD	X	
New York			SD		
North Carolina		X	SD		X
North Dakota	X		SD	X	
Ohio	X	X	SD	X	X

Oklahoma			SD		
Oregon	X		SD	X	
Pennsylvania			SD		
Rhode Island	X		SD	X	
South Carolina	X		SD	X	
South Dakota		X	SD		X
Tennessee	X	X	SD	X	X
Texas	X			X	
Utah	X		SD	X	
Vermont		X	SD		X
Virginia			SD		
Washington		X	SD		X
West Virginia	X		SD	X	

Wisconsin		X	SD		
Wyoming		X	SD		
Total (Students with Disabilities)	22	27	44	22	
Total (English Learners)	22	27	0	22	

Note: Blank cell = no policy found

Table 2. Details and Specifications: States' Assistive Technology Accessibility Policies

State	Details/Specifications
Alabama	**Accommodation:** Assistive Technology, Assistive Communication Device, Assistive Device, and Augmented Alternative Communication Device: The student can use assistive technology, including typing on keyboards, a mouse, or head stick, pointing devices, touch screen, trackball, speech-to-text conversion, or voice recognition. Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device. The student uses an aided system or alternate method (tool or device) to communicate. A pen and paper are considered a basic aided system. Pointing to letters, words, or pictures on a board is a basic aided system. Touching letters or pictures on a computer screen that speaks for you is an example of a high-tech aided system.
Alaska	**Accommodation:** Adaptive devices, equipment, and furniture: Some adaptive devices may require individual test administration as well as a scribe to type or write responses verbatim into the test engine, test booklet, or answer document. Auditory amplification device: Assistive listening devices help amplify sounds, especially with background noise.
Arizona	**Universal Test Administration Conditions (Universal Feature):** Using a special pencil or pencil grip Using a place holder Using devices that allow the student to hear the test directions: hearing aids and amplification - Please contact ADE regarding devices requiring a Bluetooth connection Using devices that allow the student to see the test: glasses, contacts, magnification, and special lighting

Arkansas	**Designated Feature:** Audio Amplification/FM System Definition: • Audio amplification—online testing: Examinees wear headphones and raise or lower volume, as needed. • FM system—online and paper testing: The room supervisor wears a microphone that wirelessly transmits directly to examinee's hearing device. Type: • Designated Support for Online Testing • Designated Support for Paper Testing Recommended Usage: Examinees with hearing impairments who wear hearing aids, have cochlear implants, or who use an FM system Arkansas Policy: Requires completion and approval of the ADE: DESE Special Accommodations Request Form when using Bluetooth technology. Personal Needs Profile Selection: Audio Environment Notes: Examinee's hearing aids do not require authorization for use during testing. If examinees are unable to use headphones with audio amplification, they must test one-to-one. ACT does not promote or provide guidelines for Bluetooth usage. **Accommodation:** Assistive Technology: Definition: Assistive technologies are specialized tools which allow access to the test. These include adaptive keyboards, mouse, specialized seating, Augmentative Alternative Communication (AAC) devices, switches, or other assistive devices. Type: • Accommodation for Online Testing • Accommodation for Paper Testing Recommended Usage: Examinees with physical impairments, examinees with motor control difficulties, examinees with difficulties producing speech.

	Arkansas Policy: Requires completion and approval of the ADE: DESE Special Accommodations Request Form. Personal Needs Profile Selection: • Keyboard, AAC + Local Print • Physical / Motor Equipment Notes: Local printing of examinee responses or transcription of responses may be required for scoring depending on the assistive technology used. No test materials may be copied or downloaded onto the assistive device. If using digital projection, this requires one-to-one testing. Extra testing time may also be authorized based on the support provided.
California	**Universal Feature:** Scratch paper: A student can use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Note the following about scratch paper: • Only plain paper or lined paper is appropriate for ELA and the ELPAC. • Graph paper is required beginning in grade six; a student can use graph paper on all mathematics assessments. • A student can use a whiteboard with marker. As long as the construct being measured is not impacted, a student is permitted to use an assistive technology device, including low-tech assistive technology (Math Window) and digital graph paper, to make notes. A student's assistive technology device must have its access to the internet disconnected. **Designated Feature:** Amplification: A student can adjust the volume control beyond the device's built-in settings using headphones or other non-embedded devices including, but not limited to, assistive technology, FM systems, noise buffers, or white noise machines. **Accommodation:** Alternate response options: A student with some physical disabilities (including both fine motor and gross motor skills) can use an alternate response option that includes, but is not limited to, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches.

Colorado	**Administrative Consideration (Designated Feature):** Adaptive and specialized equipment or furniture: Some students may require specialized equipment or furniture such as special seating, weighted vests, fidget tools, or adaptive keyboards and should have access to it during testing. If the other students in the testing environment are familiar with the furniture/equipment (so it is determined not to be a disruption to others), students using the furniture/equipment do not need to test in a separate environment. **Accommodation:** Assistive technology: Students who use assistive technology to access instruction in the classroom on a day-to-day basis, for assessments, and have appropriate documentation on their formal IEP or 504 plans may use the technology for state assessments. Assistive technology includes but is not limited to computers and adaptive computer input/output devices. Hearing aids, FM systems, or glasses are not considered assistive technology for the purposes of state assessments. Computer-based: Some students may require software that is not compatible with TestNav. These students may have a second device in the testing environment to provide access to that software. The second device may not have Internet access. The Assistive Technology (AT) Form is only available for ELA and math, not science. The AT form is intended to interact with specific types of AT software, such as JAWS or adaptive keyboards. Not all constructed response editing tools are available for student use because of the interactions of the AT software. Please ensure that any student assigned to the AT form is using software specifically intended for access to computers. Do not assign the AT form to students utilizing programs that require a second device (e.g., speech-To-text, word prediction, etc.) or who use other types of assistive technology such as FM devices or hearing aids. Ensure that Bluetooth and internet connectivity on secondary devices are disabled during the time of assessment. Note: Contact CDE Assessment for use of a screen reader on ELA. Use of a screen reader on ELA is a modification to the assessment. Any modification of the assessment is a misadministration and will result in an invalid score. For assistive technology that is compatible with TestNav, special form assignment is required.

Connecticut	**Designated Feature:** Amplification: The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices. **Accommodation:** Alternate Response Options (Smarter Balanced and NGSS): Alternate response options include, but are not limited to, adapted keyboards, large keyboards, Sticky Keys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation to access the Smarter Balanced Assessments and NGSS. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. Therefore, it is very important to use the devices with the Smarter Balanced Practice Site to ensure compatibility and provide more familiarity for testing for the student. Permissive mode must be indicated within the TIDE system to access this accommodation. These accommodations would be documented in the student's IEP or Section 504 Plan.

Delaware	**Universal Feature:** Specialized equipment or furniture: Students may use specialized equipment, furniture and electronic devices that do not have access to WIFI. Use of special chairs, slantboards, reading guides, etc. does not require DOE approval. Low vision electronic devices, such as a Visio, do not need DOE approval as they do not access the Internet. For students who need to use WhisperPhone®, Select this option. Use of specialized electronic equipment such as a cell phone or other devices that access WIFI should be submitted as a Appendix A-3 request to DOE for approval. Whiteboards/assistive devices: A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. **Designated Feature:** Permissive Mode: Permissive Mode must be selected if accommodations requiring additional software is to be used, that is, Speech to Text software, ZoomText (magnification) software, or other software to support Alternate Response accommodation. Amplification/assisted listening device: The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. For ELA PT, Math, Science, Social Studies. **Accommodation:** Alternate response: Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches.

District of Columbia	**Accessibility Feature (Universal Feature):** Audio amplification: Before Testing: The student raises or lowers the volume control, as needed, using headphones. Final volume must be set prior to testing. Student will not have access to volume control in the secure TestNav environment. During Testing: Student must be tested in a separate setting if unable to wear headphones. Once the test begins, the volume level cannot be changed. **Administrative Feature (Designated Feature):** Adaptive and specialized equipment or furniture: Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat). **Accommodation (ELA):** External assistive technology device: Student dictates responses either verbally, using an external speech-to-text device, or an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. For further guidance on administering this accommodation, please see the AF&A Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. **Accommodation (Math/Science):** Human scribe, speech-to-text, human signer, or external assistive technology for responses on non-ELA/literacy assessments: Student dictates responses either verbally, using an external speech-to-text device, or an augmentative/assistive communication device. The student must be familiar with any assistive technology external device used for test administration. For further guidance on administering this accommodation, please see the AF&A Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

Florida	**Accommodation:** A student may provide responses using a mouse, keyboard, or assistive technology that uses either device. A student may use a computer or other device to provide responses. A student may use a computer switch or pointing device to provide responses. A student may use a communication device to provide responses. A student may use adaptive or special furniture. Special acoustics, such as FM systems, may be used to enhance sound, or special rooms or noise-canceling headphones may be used to decrease auditory distractions. Assistive Devices and Tools: • A student may use software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators). • A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems). • Visual magnification and auditory amplification devices may be used. • Other assistive technology typically used by the student in classroom instruction may be used, provided that the purpose of the test is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student. • A student may have stress-relieving aids, such as a stress ball, during the test administration. • Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in an instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used. • For Session 2 of the FSA Algebra 1 EOC Retake, a regular, large key/large display, or talking scientific calculator may be used. • For Grade 6 FAST Mathematics, a four-function calculator is available in the online platform. A handheld calculator may be provided for students taking computer-based

tests. For students testing with paper-based accommodations, a regular, large key/large display, or talking four-function calculator must be provided.

- For Grades 7–8 FAST Mathematics and the B.E.S.T. Algebra 1 and Geometry EOC assessments, a scientific calculator is available in the online platform. A handheld calculator may be provided for students taking computer-based tests. For students testing with paper-based accommodations, a regular, large key/large display, or talking scientific calculator must be provided.
- For Grade 8 Science and Biology 1 EOC Assessments, a regular, large key/large display, or talking four-function calculator may be used.
- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper-and-pencil computation.
- A student may use blank mathematics grids/guides to organize mathematical computation.
- Multiplication charts/tables may not be used.
- Devices designed to check grammar or spelling must not be used.
- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric shapes may not be used except when approved by FDOE for use with braille test materials. Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- Students who require the use of an electronic device for a purpose specified on his or her plan (e.g., health monitoring application on the student's phone) may have access to the device during testing. A test administrator must be able to monitor the student's use of the device at all times during testing.
- Students who require the use of an electronic device for their Bluetooth hearing aids may have access to the device and use the Bluetooth hearing aids during test.
    - If these devices are used, the district must put a plan in place to ensure test security is not compromised. A test administrator must be able to monitor the student's use of the device at all times.
    - If a student with Bluetooth hearing aids also has a TTS accommodation, they may pair the hearing aids to the computer or device they are using for testing. To ensure that it can pair correctly, the student should take an accommodated practice test in the Secure Browser to ensure that the operating system allows the TTS tools to work with the student's Bluetooth hearing aids. 9

Georgia	**Accommodation:** Adaptive furniture (e.g., slant board) Audio amplification noise buffers and cancelling devices, headphones, or other listening devices Alternative keyboards, mice, joystick, or other communications device with grammar and spell checks disabled; Internet disabled Adapted writing tools (e.g., pencil grips, large diameter pencil) Adapted/lined paper, raised line, bold line or large graphing paper
Hawaii	**Designated Feature:** Amplification: The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. **Accommodation:** Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.

Idaho	**Designated Feature:** Amplification: The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. **Accommodation:** Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.

Illinois	**Administrative Consideration (Designated Feature):** Adaptive and specialized equipment or furniture: Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat). **Accommodation:** Assistive technology (non-screen reader) (presentation): Testing: Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. Note that the Illinois Assessment of Readiness is designed to be Web Content Accessibility Guidelines (WCAG) compliant. For information on how to test assistive technology devices and software for use on the Illinois Assessment of Readiness with the TestNav 8 platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available here: il.mypearsonsupport.com. During Testing: Students may use a range of assistive technologies on the Illinois Assessment of Readiness, including devices that are compatible with the online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available here: il.mypearsonsupport.com. After Testing: Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded. Assistive technology (non-screen reader) (response): Testing: Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. For information on how to test assistive technology devices and software for use on the Illinois Assessment of Readiness with the TestNav 8 platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available at il.mypearsonsupport.com. Note that the Illinois Assessment of Readiness is designed to be Web Content Accessibility Guidelines (WCAG) compliant. During Testing: Students may use a range of assistive technologies on the Illinois Assessment of Readiness, including devices that are compatible with the online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available at il.mypearsonsupport.com. After Testing: Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Nonscorable student work must be securely shredded.

Indiana	**Designated Feature:** Access to sound amplification system: The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices. This includes personal devices using remote bluetooth technology to connect to a device's sound. Permissive mode is required for bluetooth devices. Assistive technology to magnify/enlarge: The size of specific areas of the screen may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size to a level not provided for by the zoom universal tool. Special furniture or equipment for viewing test: Allows the student adaptive/specialized furniture or equipment when engaging in the assessment. **Accommodation:** Permissive Mode to use assistive technology devices: Permissive Mode allows specific supported third-party software to run on student devices while they are locked for testing via the Secure Browser. Students may switch between the Secure Browser and the approved accessibility application while testing. Examples of assistive technologies include non-embedded STT, refreshable braille, sound magnification for frequency modulation (DM) devices, personal hearing devices with bluetooth functionality, and language acquisition through motor planning (LAMP) devices. Offered on MacOS and Windows, students testing in permissive mode can have moderated access to the system outside of the Secure Browser. Third-party accessibility software must be certified for use with TDS, and forbidden applications will remain blocked. For information about supported operating systems, see the Assistive Technology Manual available on the Indiana Assessment Portal. Alternate indication of response: Alternate response options include, but are not limited to: circling, pointing, stating, adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Some alternate response options are external devices that must be plugged in and be compatible with TDS. In this case, permissive mode is required.
Iowa	**Universal Feature:** Amplification: The student raises or lowers the volume using the volume controls within TestNav's audio or video players. The student may also access amplification with headphones or a Hearing Assistive Technology (HAT) device that is necessary for their auditory access needs. Headphones or earbuds must be wired. Bluetooth headphones or earbuds are not allowed.

Kentucky	**Accommodation:** For the use of special equipment, including assistive technology, to be allowed during the state-required assessments, the ARC shall have considered under what conditions a student will use the technology on a routine basis during instruction. Evaluation information and ongoing progress data shall support the need for technology. Examples may include, but are not limited to the following: • Amplification equipment • Noise buffers (Noise-canceling headphones) • Magnification (Monocular, Portable Digital Magnifier, Accessibility Features, etc.) • Non-calibrated ruler or template • Communication systems (boards or devices) • Word processors • Computer/laptop/tablet • Talking calculators • Text-to-speech software or devices • Close-captioned or video materials • Audio file of state-required assessments • Cranmer Abacus • FM Trainer • Electronic dictionaries • Refreshable Braille • Signing avatar • Word prediction Computer Alternate Access (Head Mouse, Touchscreen, Rollerball Mouse, Onscreen Keyboard, etc.)
Louisiana	**Feature for All (Universal Feature):** Specialized furniture or equipment: A student may be provided specialized furniture or equipment needed for a successful testing experience (e.g., low lighting; adaptive seating). Before Testing: Specialized furniture or equipment must be identified and secured before testing begins. **Accessibility Feature (Accommodation):** Adaptive and specialized equipment or furniture: A student may be provided specialized furniture or equipment needed for a successful testing experience (e.g., low lighting; adaptive seating). Specialized furniture or equipment must be identified and secured before testing begins.

Maine	**Designated Feature:** Alternate aids/supports: The assessment may be presented through their regular communication system to a student who uses alternative or assistive technology on a daily basis. The assessment may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques; acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music.

Maryland	**Accessibility Feature (Universal Feature):** Audio amplification: Some students may require the amplification of materials, and/or the use of personal amplification devices, to increase clarity. A teacher also may use a system when working with students in a situation that contains a great deal of ambient noise. For some testing platforms, the volume level cannot be changed once the test begins. Student must be tested in a separate setting if unable to wear headphones. Writing tools: Writing tools may be used by students with fine motor difficulties. These tools may include adaptive paper, a slant board and features that may be built into the test platform or computer program such as cut and paste, copy, underline and bold. The student uses embedded writing process tools for written responses, including copy/paste, bold, italicize, underline, insert bullets, numbered list, undo, redo, and spell check. Writing tools are available in the constructed response items on the ELA/literacy assessment. Note: The copy/paste functionality does not include the ability to copy test content. Only text contained within a student response can be copy/pasted. **Administrative Consideration (Designated Feature):** Adaptive or specialized equipment or furniture: Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., slant board, low lighting, adaptive seat). **Accommodation:** Assistive technology (non-screen reader) (presentation accommodation): This accommodation includes all assistive technology devices that aid in the auditory and visual presentation of the test material. This accommodation includes all assistive technology devices that aid in the auditory or visual presentation of the test material. By definition, Assistive Technology (AT) "is used to maintain, increase, or improve the functional capabilities of individuals with disabilities." (29 U.S.C. 3002) AT devices can be as Low-Tech as a pencil grip, or as High-Tech as an interface which allows someone to control a computer with the movement of their eyes. AT which would fall under the 3a accommodation includes, but is not limited to: specialized mounts or arms which hold the computer monitor (or printed copy) in a unique viewing position, screen enlargement software, specialized headphones, or induction loop systems. This accommodation is also appropriate for students for whom computer system or platform enlargement tools do not magnify enough to meet their visual needs and will need to use screen enlargement software. Assessment: Students may use a range of assistive technologies in assessment, including devices that are compatible with the online testing platform and those that are used externally on a separate computer. Before Testing: Please consult the specific assessment's Test Administrator Manual for more information on the compatibility for specific assessments. Prior to testing, STCs should

	administer an Infrastructure Trial with the assessment platform to confirm compatibility. Speller/grammar checker, word prediction with topic specific dictionary functions, Internet and stored files functionalities must be turned off during State assessments. Please refer to Appendix B: Protocol for the Use of the Scribe Accommodation for students who require responses to be transcribed into a regular test book/answer sheet or online. Those students will also require the scribe accommodation indicated on his/her IEP or 504. Assistive technology (response accommodation): By definition, Assistive Technology (AT) "is used to maintain, increase, or improve the functional capabilities of individuals with disabilities." (29 U.S.C. 3002) AT devices can be as Low-Tech as a pencil grip, or as High-Tech as an interface which allows someone to operate a computer with the movement of their eyes. AT which would fall under the 4a accommodation includes, but is not limited to: switches, specialized keyboards, eye-gaze interfaces, or communication devices. Assessment: Students may use a range of assistive technologies in assessment, including devices that interface with the online testing platform and those that are used externally on a separate computer. Before Testing: Please consult the specific assessment's Test Administrator Manual for more information on the compatibility for specific assessments. Before testing, School Test Coordinators should administer an Infrastructure trial with the assessment platform to confirm compatibility. Speller/grammar checker, word prediction with topic specific dictionary functions, Internet and stored files functionalities must be turned off during State assessments. Please refer to Appendix B: Protocol for the Use of the Scribe Accommodation for students who require responses to be transcribed into a regular test book/answer sheet or online. Those students will also require the 4g: ELA/L Selected Response Human Scribe or 4o: ELA/L Science, Government, Constructed Response Human Scribe Accommodation indicated on his/her IEP or 504.
Massachusetts	**Universal Feature:** Enlarged cursor/mouse pointer tool (computer-based): The student can select an enlarged and colored cursor. Enlarged pencil/modified writing instrument (paper-based) Audio aid: For example, amplification device. Note: smartphones may not be used. **Designated Feature:** Adaptive or specialized furniture: For example, seating, desk, or lighting.

Michigan	**Universal Feature:** Use of special adaptive writing tools such as pencil grip or larger pencil: Due to a physical disability or injury, some students may need adaptive writing tools for taking notes or for taking the paper/pencil form of the assessments. **Designated Feature:** Use of auditory amplification devices or special sound systems: Students may utilize this support if they need it to properly hear the directions or questions. Use of a non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive): Special surfaces may be used for administration of the assessment. However, great care must be taken in utilizing alternative surfaces, so as to not affect the paper of the answer documents themselves in order to ensure proper scanning. **Accommodation:** Alternative communication device: Switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses.

Minnesota	**General Support (Universal Feature):** Amplification devices: Student uses an amplification device, including personal hearing aids, FM systems, or other amplification systems. Any amplification device that can be heard by others requires the student to test in an individual setting. If the device includes Bluetooth capabilities, the Test Monitor must confirm with the student that the audio is connected only to the testing device if testing online. **Accommodation:** Assistive technology: Assistive technology refers to technology that is used to maintain, increase, or improve the functional capabilities of students with disabilities. In general, Internet access cannot be available and calculator use must follow the guidelines in Chapter 8 and Appendix B. The following are the approved uses of assistive technology devices. Failure to comply with all conditions specified below may result in a test invalidation. For online testing, the device used as assistive technology must be in addition to the device used for testing. TestNav will not allow other programs or applications to run at the same time as the test, which means a student may be using two tablets or a tablet and a computer, for example. • Use of a device for scratch paper is allowed as long as Internet access is turned off and other applications are not accessed. In addition, the student must be the one to recreate the item as needed, and all test content must be erased at the end of each test session. The student must test in an individual setting to ensure the device is used only for scratch paper. • Use of a device calculator application is allowed as long as the calculator used follows the guidelines in Chapter 8 and Appendix B (including calculator memory clearing), Internet access is turned off, and other applications are not accessed. The student must test in an individual setting to ensure the device is used only as a calculator and that the required type of calculator is used (four-function, scientific, or graphing). The device cannot be used in conjunction with the online grades 3–8 Mathematics MCA—only with paper test materials. For Science MCA or grade 11 Mathematics MCA, the device could be used in conjunction with the online test or paper test materials. • The use of a device for assistive technology, including the name of the person deleting the test content (when applicable), must be documented on the Test Administration Report (TAR).

Mississippi	**Universal Feature:** Audio control Adaptive furniture **Accessibility Feature (Designated Feature):** Amplification devices (e.g., speakers, FM system) Assistive technology devices / Computer software programs used to facilitate communication for students with limited expressive language ability. (e.g., Proloquo2Go)
Missouri	**Accommodation:** Magnification – assistive technology: Students who have low vision may attempt to use assistive technology software that magnifies the screen beyond the built-in capabilities of the embedded magnifier. Please Note: The INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as using the built-in magnification, using a larger monitor or projecting the assessment on a screen or wall. Educators having difficulty selecting appropriate magnification or enlargement options should contact DESE Assessment. This tool must be chosen in the Portal under student accommodations prior to testing. Alternate response options: Students with this accommodation in their IEP/504 plan may respond to items using an alternate option, including specialized keyboards, mice, screens and other adaptive equipment. Prior to the use of this accommodation, districts should attempt to use the equipment with the Online Tools Training and/or Practice Test, to check for compatibility with the summative assessment. Please Note: Due to the variety of adaptive equipment available, DRC cannot guarantee support for any specific device. Districts may need to find an alternative solution. The use of adaptive equipment should be familiar to the student and should be something used in the everyday classroom. Contact DRC Customer Support for any questions or assistance to ensure your assistive device is functioning as expected with testing. This accommodation must be chosen in the Portal under student accommodations prior to testing.

Montana	**Designated Feature:** Amplification: The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. **Accommodation:** Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Nebraska	**Accommodation:** Assistive technology: The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball, speech-to-text conversion, or voice recognition. Students who have difficulty manipulating a mouse or standard keyboard may need an alternative communication device. Audio amplification device: Hearing impaired student uses an amplification device (e.g., FM system, audio trainer). Some students may require audio amplification devices in addition to hearing aids to increase clarity.

Nevada	**Designated Feature:** Amplification: The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. **Accommodation:** Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.

New Hampshire	**Designated Feature:** Amplification: The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. **Accommodation:** Permissive mode: Must be enabled to allow students to use third-party accessibility tools, such as external speech-to-text or screen readers. The Secure Browser blocks students from accessing non-standard hardware and software. If a student has a non-embedded accommodation that uses software and hardware that is not part of the test, Permissive Mode must be enabled to allow the student access to the non-standard hardware and software. Permissive mode is required for speech-to-text and external devices that must be plugged into the computer.

New Jersey	**Accessibility Feature (Universal Feature):** Audio amplification: The student raises or lowers the volume control, as needed, using headphones. Final volume must be set prior to testing. Student will not have access to volume control in the secure TestNav environment. Student must be tested in a separate setting if unable to wear headphones. Once the test begins, the volume level cannot be changed. **Administrative Consideration (Designated Feature):** Adaptive and specialized equipment or furniture: Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat). **Accommodation:** Assistive technology (non-screen reader) – presentation: Students may use a range of assistive technologies on the NJSLA and NJGPA, including devices that are compatible with the NJSLA and NJGPA online testing platform, and those that are used externally on a separate computer. Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded or destroyed. Assistive technology (non-screen reader) – response: Students may use a range of assistive technologies, including devices that are compatible with the online testing platform, and those that are used externally on a separate computer. Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Student responses must be transcribed directly into the test booklet and afterwards, transcribed into TestNav. Once all transcription has taken place, nonscorable student work must be securely shredded or destroyed.

New Mexico	**Accessibility Feature (Universal Feature):** Audio amplification: For students with hearing impairments. Amplification of sound. Before testing, auditory assistive technology should be checked in advance for compatibility with CBT platform. **Accommodation:** Assistive technology – presentation: For students with hearing impairments. Assistive technology devices to access test presentation. Examples: Kurzweil, FM systems, etc. Use individually or in small groups as long as it is not distracting to others. Assistive technology – response: For students with visual, hearing, fine motor, writing, or motor impairments who use devices for instruction: • Augmentative communication devices • Communication boards • Braillers • Low vision devices • Amplification • Custom, modified, or alternative keyboard • Touch screen computer • Track ball, trackpad, joystick • Mouth stick, head pointer • Head mouse, head master, tracker • Phonics phone or whisper phone • Switches • Voice output device (must disable during reading test) • Tape recorder • Tactile/voice output measuring devices (e.g., clock, ruler), pencil grips, non-skid material to hold objects in place Word prediction (science open-ended response) Note: spell check, word prediction programs and grammar checking are modifications in some language arts/literacy assessments (refer to individual assessment manuals)

New York	**Accommodation:** Adapted keyboard Adapted mouse Touch screen Keyboard access features (e.g., “sticky keys,” “filter keys”) Specialized seating

North Carolina	**Designated Feature:** Adapted pencil: Larger diameter; modified special grip for a No. 2 pencil. **Accommodation:** Assistive technology: An Assistive Technology Device is formally defined as any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability (Code of Federal Regulations §300.5). For the purposes of this document, Assistive Technology (AT) will be used to collectively describe devices (low-tech and/or high-tech) or services documented in a child's IEP or Section 504 Plan. 1. Students may use low-technology devices, such as • clipboards • dry erase boards and markers • Dycem nonslip mat or material • slant boards • braille math window • braille coordinate grid ◦ If using something like a clipboard, dry erase board with markers, or a slant board, the student must be tested individually or positioned in such a way that no other student is able to see the student's test documents. 2. Students may use sensory techniques, such as • chewing gum • hand fidget or comfort item • weighted blanket or vest 3. Students may use amplification devices, such as • classroom FM systems • whisper phones or PVC pipes ◦ If using a whisper phone or PVC pipe, the student must also be provided the Testing in a Separate Room (one-on-one) accommodation to ensure that other test takers are not disturbed. Students may use personal hearing aids, classroom FM systems, and cochlear implants to hear instructions read aloud by the test administrator as part of the standard test administration and to hear words read aloud by the test administrator if the Test Read Aloud (in English) accommodation is used. Students provided the Test Read Aloud (in English) accommodation must also be provided the Testing in a Separate Room accommodation (small group or one-on-one), unless the student is testing online wearing headphones. The use of the Test Read Aloud (in English) accommodation during the administration of any state test that measures reading comprehension invalidates the results of the test. 4. Students may use special lighting (specific type, e.g., 75-Watt incandescent light on desk). 5. Students may use speech recognition systems (i.e., students dictate commands and responses to the computer) as an accommodation. If using speech recognition systems, the student must also receive the Testing in a Separate Room (one-on-one) accommodation.

6. Students may use talking word processors or screen-reading software (i.e., the computer reads aloud what the student has entered) as an accommodation. If using talking word processors or screen-reading software, the student must use headphones. If the student does not use headphones, the student must also receive the Testing in a Separate Room (one-on-one) accommodation.
7. Students may use keyboarding devices. Students may use typewriters, word processors, or electronic braille note takers during the test administration.
8. Alternative or customized keyboards, "sticky keys," touch screens, and trackballs may be used as accommodations unless their use would invalidate test results.
9. Screen-enlarging programs, magnification, and document reader programs may be used as an accommodation.
10. Students may use the accessibility options of an operating system if a device is being used. Examples are filter keys, toggle keys, and high-contrast settings. These options may be used as accommodations unless their use would invalidate test results.
11. Students may use audiotapes or an mp3 recorder to record responses during the administration of state tests. For example, a student may record his or her responses on an audiocassette or an mp3 recorder. If using audiotapes or an mp3 recorder to record responses, the student must also receive the Testing in a Separate Room (one-on-one) accommodation. Either the student or a scribe can transfer the student responses to the regular answer sheet. If a scribe is transferring the student's responses, someone other than the original transcriber must check the transcription for accuracy. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more school personnel). One individual is to transcribe the student's responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. Once this is completed, the audiocassette must be securely destroyed or the mp3 recording must be deleted. The PSU is to supply the materials needed to provide this accommodation.
12. Students who routinely use an eye gaze device, process, or software during daily written work and instruction and for similar tests may use that same technology during testing. All requirements for a word processor accommodation must be followed when using an eye gaze system.
13. Students who routinely use an interactive whiteboard during daily written work and instruction and for similar tests may use the same technology during testing. Online tests can be projected onto an interactive whiteboard for a student to access the test. Any portion of the secure test(s) must not be saved or maintained on the board or an attached machine. The test must be administered in a one-on-one separate setting. Staff must ensure that test questions are not visible to others.

North Dakota	**Universal Feature:** Amplification: The learner raises or lowers the volume control, as needed, using headphones. Keyboard navigation: The use of keystrokes or key commands in place of a mouse to navigate the computer. Learners may use assistive technology devices or software programs that utilize keyboard navigation in the classroom during instruction or assessment. **Accommodation:** Assistive technology, alternate response options: Alternate response options include, but are not limited to, adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.
Ohio	**Universal Feature:** Headphones: The student uses headphones or earbuds to access text-to-speech on the assessment. Students using text-to-speech must use headphones if tested in a group setting. There are no audio clips embedded in any content area test. Therefore, headphones are not required for testing unless a student is using the text-to-speech feature in a group setting. Students with hearing impairments may use personal FM systems. For more information on additional assistive technology devices and software for use on Ohio's State Tests, refer to Appendix D: Assistive Technology Guidelines. **Administrative Consideration (Designated Feature):** Specialized equipment or furniture: This includes equipment such as adjustable desks or chairs. **Accommodation:** Additional assistive technology regularly used in instruction: Students may use a range of assistive technologies (AT) on Ohio's State Tests including devices that are compatible with the Cambium Assessment's Student Testing Site and those that are used externally (on a separate device). Assistive technologies for paper-based tests may not reproduce the tests in any manner and may not connect to the Internet. For more information on additional assistive technology devices and software for use on Ohio's State Tests, refer to Appendix D.

Oklahoma	**Accommodation:** Provide adaptive or special furniture: Students may need accommodations to provide better access (e.g., slant board, stander, etc.). Use of aids or assistive technology (AT) devices or supports (e.g., color overlays, magnifier, pencil grips, auditory amplification devices, noise buffers, wedge for positioning, and multiplication table/chart, hundreds chart): The specific device or support should be specified in the IEP/504 Plan, be routinely used by the student, and not alter the construct being measured. Use computer or other assistive technology device to respond: Student utilizes an electronic input device without the "help" features, such as spell check, an electronic dictionary, a thesaurus, or access to the Internet. Students may use a computer, typewriter, or other assistive technology device to respond. This may include software dictation or dictation devices the student uses during routine instruction. Extended written responses must be printed off for transcription. Return the original typed student response for secure materials submission. The Test Administrator must transcribe words verbatim into an answer document/test book or Online Testing Client. The electronic responses or recordings must be destroyed or erased by District Test Coordinator.

Oregon	**Universal Feature:** Auditory amplification devices, hearing aids: The student adjusts the volume control beyond the computer's built-in settings, using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. **Universal Feature (Science):** Response aids: A tool for use on printed items. Examples: adaptive pencils, key guards, and skins **Accommodation:** Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.

Pennsylvania	**Accommodation:** Amplification device: For example, hearing aid, personal sound amplifier, classroom sound field FM system (LEA must ensure that the use of the system does not interfere with non-disabled test takers). Computer assistive technology: Computer assistive technology (CAT) includes computer software and hardware, such as screen readers and screen enlargement applications (e.g., Kurzweil, Read & Write Gold). CAT helps students with vision impairments or a disability that severely limits or prevents the student from accessing the test. Intended for students who do not access instructional and testing materials through typical means such as the hard copy test booklet. Computer assistive technology (CAT) includes computer software and hardware, such as voice recognition programs (e.g., Kurzweil, Read & Write Gold, Text Help, Dragon Naturally Speaking), screen enlargement applications, and devices to help perform navigation tasks. CAT helps students with mobility/sensory impairments, or a disability that severely limits or prevents the student from expressing written language even after varied and repeated attempts to teach the student to do so. Intended for students who cannot access testing materials through the hard copy test booklet or the online test. If the assistive technology must have access to the internet to operate, the device must be securely configured and requires an assurance submission to PDE. See Unique Accommodation Assurance . Responses must be transcribed directly from the CAT screen into the student's regular test booklet or online test. Responses may not be sent to printer or emailed for printing. Augmentative or alternative communication (AAC): AAC can include forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. AAC is augmentative when used to supplement existing speech, and alternative when used in place of speech that is absent or not functional. An assurance submission to PDE is required if an iPad (or similar device) is being used as an AAC device. See Unique Accommodation Assurance. If the AAC has access to the internet, the device must be securely configured in the Guided Access or Chrome Kiosk testing environment. See Supplemental Guidelines for Device Lock-Down. Responses must be transcribed into student's regular test booklet. Responses may not be sent to printer via email. Devices may not be connected to internet during testing.

Rhode Island	**Accessibility Feature (Universal Feature):** Adaptive or specialized furniture: Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise-reducing headphones, specialized lighting or acoustics, or adaptive keyboards, desks, or lighting. Amplification: Volume control, amplification device, FM system, noise buffer, noise-cancelling earmuffs/headphones, white noise machine. Smart phones cannot be used. Music or other recordings may not be played on headphones during testing. **Accommodation:** AT/AAC devices: BigKeys, switches, adaptive mouse, etc., must have *Permissive Mode* selected in the online test system in order to function properly.

South Carolina	**Administrative Consideration (Universal Feature):** Adaptive furniture Non-embedded amplification Slant board/wedge **Universal Feature:** Audio aids: A tool that the students can use to amplify or diminish sound. Audio Aids include amplification devices, noise buffers, non-Bluetooth headphones, noise canceling headphones (non-Bluetooth) or ear plugs. The student uses an amplification device typically used during instruction. The student uses a noise buffer (e.g., headphones, earbuds, ear plugs) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the assessment. Ergonomic or corrective writing tools: A tool that the student can use to add in ease of writing or typing. Tools used during regular instruction including pencil grips, large diameter pencils, non-traditionally shaped pencils. The writing tool used on the paper and pencil answer document must be a number 2 pencil. The appearance, size, or shape of the pencil is irrelevant. The student may use any writing tool on scratch paper, it does not have to be a number 2 pencil. **Accommodation:** Assistive technology: The student is able to use assistive technology, which includes such supports as typing on customized keyboards, assistance with using a mouse, mouth or head stick or other pointing devices, sticky keys, touch screen, and trackball. Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.

South Dakota	**Designated Feature:** Amplification: The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices. Students may use amplification assistive technology (e.g., headphones, FM System) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. **Accommodation:** Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Tennessee	**Universal Test Administration Condition (Universal Feature):** Seated at special furniture Special pencil or pencil grip Hearing aids/amplification **Accessibility Feature (Designated Feature):** Auditory aids: The student uses amplification device assistive technology (e.g., FM System), noise buffers, or white noise machine provided by the student or by the school. The student should continue to use the same auditory aides during assessment as required during daily instruction. Music is not permitted to be played during the assessment. If headphones are used only as noise buffers, they should not be plugged into a device. **Accommodation:** Assistive technology: This accommodation requires adult transcription. Two adults must be present and must transfer the student's responses exactly as written to the paper-based answer document. The use of assistive technology, including Braille writer, for the writing response or other open response items is allowed on the TCAP assessments. Internet access, spell check, grammar check, and word prediction ahead functions must be turned off.

Texas	**Universal Feature:** Assistive technology – learning and cognition supports: Reading the test aloud, blank scratch paper, sticky notes, note pad Assistive technology – hearing supports: Amplification devices Assistive technology – visual supports: Color settings, line reader, zoom feature, highlighters and colored pencils, large mouse pointer, projection devices Assistive technology – focus and attention supports: Tools to minimize distractions or maintain focus Assistive technology – applications: Permissive mode, use of an electronic device to monitor a health condition
Utah	**Universal Feature:** Adaptive equipment: Adaptive equipment may be necessary for some students. Some students benefit from the use of adaptive or special furniture such as devices for sitting upright during instruction or assessment. Use of a slant board or wedge to minimize eye strain and provide a better work surface may be needed by some students. Special lighting may also be beneficial to some students. Audio amplification: Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise. **Accommodation:** Assistive technology: Assistive technology is a device, software, or equipment to help students navigate their educational environment independently. For example, for students who have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive technology devices that allow them to control a computer program and record responses. These assistive technology devices include items such as Intellikeys®, sip-and-puff devices, single-switch devices, eye tracking devices, speech-to-text dictation, and touch screens.

Vermont	**Designated Feature:** Amplification: Students may adjust the volume control beyond the computer's built-in speaker settings through the use of headphones or other external amplification devices. **Accommodation:** Alternate response options: TestNav and Pearson Access support the use of switches, adapted keyboards, adapted mouse, touchscreen inputs, and other alternate response options.
Virginia	**Accommodation:** Adaptive or special furniture: The student is assessed using adaptive equipment or special furniture, such as balance balls, cushions or a raised desk surface. Amplification equipment: Students may use amplification equipment, such as an auditory trainer, FM system, or other devices, that will amplify the examiner's voice for students with a hearing disability or difficulty maintaining focus. Communication board, choice cards: Students with disabilities which prevent them from responding verbally, in writing, or with a computer mouse or keyboard, may point or otherwise select their answer choice from those presented on a communication board or choice cards. It is important that the student and the scribe have ample practice with this procedure in the classroom. For online testing, practice tests must be used so that both the student and the scribe are familiar with the level of communication required to complete the technology-enhanced items (TEI). Augmentative communication device: Augmentative communication devices are allowed for students that may have limited expressive communication and are unable to adequately verbalize their responses for a Growth Assessment or SOL tests. Documentation must exist indicating the student uses an augmentative communication device for his/her written work. Only augmentative communication devices which produce student responses verbatim may be used. Augmentative communication devices may be used to verbally dictate responses to a scribe to: • complete the short-paper component of the Writing assessment • manipulate TestNav features/tools or use manipulatives • perform mathematic or scientific calculations • record notes in preparation for answering an assessment item in the multiple-choice/TEI component of the Growth Assessments or SOL tests. The examiner must record the student's responses exactly as the student indicates.

Washington	**Designated Feature:** Amplification: The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. Students may benefit from use of amplification assistive technology (e.g., headphones, FM System, noise buffers, or white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. **Accommodation:** Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may benefit from using the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and compatible with TDS.
West Virginia	**Universal Feature:** Amplification system: : Students use amplification equipment in addition to hearing aids to increase clarity, useful in environments with a great deal of ambient noise. When arranging for testing, take into consideration the distractions of this accommodation to other students. This accommodation is not required to be documented using the MAE.4SA program for either of these tests as it is considered a universal tool option to standard settings. **Accommodation:** Assistive technology – alternate response options: Description: Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Students may use a computer, typewriter, or other assistive technology device to respond. Instructional practices: Students dictate responses to a teacher or an instructional assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices and assistive technologies. When to select: Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. Students who have physical limitations sometimes use alternate response options, assistive technologies, or devices during routine instruction.

Wisconsin	**Designated Feature:** Amplification device: The student adjusts the volume control beyond the computer built-in settings using non-embedded devices (e.g., Assistive listening devices [ALDs], or FM devices). Students who are hard of hearing may use amplification assistive technology (e.g., FM System) to increase the volume provided in the assessment system. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. **Accommodation:** Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Some students with physical disabilities may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery system. It is important to test compatibility ahead of time with the Online Training Tools.

Wyoming	**Administrative Consideration (Designated Feature):** Specialized equipment or furniture: This includes equipment such as adjustable desks or chairs. **Designated Feature:** Audio device: The student adjusts the sound control beyond the computer's built-in settings using headphones, or other non-embedded sound systems or through the use of Classroom or Personal FM Systems/devices which are consistently used during their daily classroom routine. Students may use amplification assistive technology (e.g., headphones, classroom or Personal FM Systems, Bluetooth enabled hearing aid) to increase the volume within the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. **Accommodation:** Alternate response options: Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches. *Must be pre-set in TIDE prior to testing. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.

Footnotes

[1]

States' accessibility policies on assistive technology were obtained through the examination and analysis of publicly available information, including accommodations manuals or other policy documents, on state department of education websites. The policies were gathered from states' websites in June 2023.The information in the tables from each state was coded based on information in the state policy.

[2]

Universal Features are available to all students as they access instructional or assessment content. *Designated Features* are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. *Accommodations* are changes in procedures or materials ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are generally available to students for whom there is documentation on an individualized education program (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

Attribution

All rights reserved. Any or all portions of this document may be reproduced and distributed without prior permission, provided the source is cited as:

Quanbeck, M., & Lazarus, S. S. (2023). *Assistive technology: States' accessibility policies, 2023 (NCEO Accommodations Toolkit #26b.2)*. National Center on Educational Outcomes.

NCEO is supported through a Cooperative Agreement (#H326G210002) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. The Center is affiliated with the Institute on Community Integration at the College of Education and Human Development, University of Minnesota. Consistent with EDGAR §75.62, the contents of this report were developed under the Cooperative Agreement from the U.S. Department of Education, but do not necessarily represent the policy or opinions of the U.S. Department of Education or Offices within it. Readers should not assume endorsement by the federal government. Project Officer: David Egnor